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American Literature I

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Collin College

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Collin College Course Syllabus

Fall 2018

Course Information

Course Number: ENGL 2327

Course Title: American Literature I

Course Description: A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Course Credit Hours: 3
Lecture Hours: 3

Prerequisite: ENGL 1302 or ENGL 2311

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. (Social Responsibility)
 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
 5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. (Critical Thinking and Communication Skills)
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's

responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Instructor Information

Instructor's Name: Elizabeth Simmons, MA

Office Number: WEHS, Room 951

Office Hours: MWThF (Power Hour) or by appointment

Phone Number: 972-429-3000 x6093 (email is preferred)

Email: esimmons@collin.edu **Through CANVAS only**

Web: CougarWeb and Canvas

Contacting Me: Many of your questions can and should be answered in person. I have found that the majority of emails I receive from students are about things I have already covered in class. So let me be as clear as possible: I expect you to take good notes, check into Canvas at least once a day, read all of my announcements/emails, check your Collin College email, and maintain at least two contacts from your fellow classmates. Also, read the assignments in the textbook! If you cannot find the answer to your question after trying all of these means, then please feel free to contact me. Here are some email questions I will absolutely ignore (as the answers are here typically in the textbook/on Canvas/in my announcements/in your notes):

- What were we supposed to read?
- When was this assignment due?
- What is my current grade?
- How many absences do I have?

When you email me: Send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 24 hours during weekdays; emails will rarely receive responses on weekends. **I will only respond to emails sent through Canvas.**

Please compose emails as follows:

Subject [State the specific reason for this email, e.g. "Absent from Class"]

Greeting: Dear/Hello Professor Simmons:

Content: I wanted to ask/tell you.... [Be specific and brief]

Signature: Sincerely/Thank you/All the best/ Etc. **[Write your full name and class section]**

Class Information

Section Number: ENGL-2327.WE1

Meeting Times: M-F

Meeting Location: Wylie East High School – Room 951

Course Resources

Textbook:

Norton Anthology of American Literature, 9th Edition, Volumes A & B (Beginnings – 1865)
ISBN: 9780393264548

Collin College's book seller is Barnes & Noble College. You may order your book online or at your nearest campus bookstore.

Supplies:

- Composition book or spiral, tablet, or laptop to take notes, make journal entries, etc.
- Regular and reliable computer access. **All major essays must be submitted to Canvas before class begins AND handed to me in print at the beginning of class on the due date.**

Minimum Technology Requirement: Access to CANVAS via Collin College, access to your Collin email, access to a word application to complete and submit papers in a typed format on CANVAS, access to the internet to view videos and labs.

Document Uploads: All papers turned in on Canvas in this class *must* be in a Word document (.doc, .docx) or a PDF (Adobe Acrobat) file *only*. I cannot open any other files including those from Macs or Google Docs. **If you turn in a document I cannot open, it will not be graded.**

Email Expectations: All communication for this course will be conducted through **CANVAS. DO NOT** email me at my Wylie ISD address.

You *must* check your CougarMail daily – I recommend that you forward it to your preferred email address. You may view instructions at <https://www.youtube.com/watch?v=-MyDJTLEv1s>, or you can look for “85 Seconds CougarMail” on YouTube.

Course Content disclaimer: This is a college course and class should be considered a Public Forum. At times, we may discuss issues that you feel sensitive about, and you may be exposed to material you find shocking, offensive, objectionable, or ideas that challenge your personal beliefs. This is part of the college experience, and a part of growing up. It is important that you do not disclose any personal information that will leave you feeling uncomfortable, including in your papers. Keep in mind that your essays will be shared with your classmates. Also, because academic writing is concerned with critical thinking—often about controversial issues—you may encounter ideas and opinions that are very different from your own, either in our reading or from a classmate. You are expected to behave as mature adults, showing respect for others and consideration of all viewpoints. Do not write about something that will offend or anger you should your stance be questioned or argued against. If for some reason you feel you cannot complete an assignment based on personal beliefs, this is your right. However, the instructor does **NOT** have to provide any special alternative assignments as a replacement and your grade will be based upon what the instructor receives on the due date.

In summary, it should go without saying, but let me be clear: *All classroom discussions and the content of your papers should uphold the highest respect for individuals.* You can make a good argument without degrading or insulting. You **will** probably find yourself being offended by a reading, an opinion, and/or a point of discussion that comes up in class; offense is not an excuse to avoid rhetorical work—indeed, it is just the occasion for that work to come to bear. The college classroom is a reflection of the “real world”; our rhetorical work will engage that real world on any and all fronts including but not limited to politics, religion, social issues, and the like.

Attendance Policy:

Students who attend and participate regularly and actively have the best chance of doing well in this class. You are responsible for **all material** covered on any missed class days. I understand that Dual Credit students sometimes have campus obligations, and I am willing to work with you. You must notify me **ahead of time** about any scheduling conflicts. **Dealing with it the day of or after the fact is not an option.** Be prepared to provide written verification from a teacher or coach if necessary. In composition, attendance is essential in order to harness excellent writing skills that will be useful to you throughout the rest of your academic career. Students are expected to be present for each class session, however, occasionally sickness and special circumstances arise, and so if you must be absent, you are expected to be prepared for class in the same manner as those students who were present at the previous class session. Please contact a fellow student for assignments and class notes. Chronic absences will be dealt with on an individual basis. In accordance with college policy, some chronic absences will result in failure of the course.

Unplanned emergencies do occur. If an emergency does occur, it is the student’s responsibility to contact the instructor as soon as possible. If a student knows in advance that the student will be absent, the student should contact the instructor and discuss arrangements to avoid falling behind in class.

In accordance with Section 51.911 of the Texas Education Code, Collin will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first few days of the semester to qualify for an excused absence.** Students who plan to observe religious holidays that require absences from class should consult the current Collin College Student Handbook section on Religious Holidays for the correct process to follow.

Student Conduct: Respect the class. All students are expected to participate in class and in small group discussions, and all students are expected to behave in a mature and respectful manner. Disruptive behavior will not be tolerated. Any student who disrupts the class or who interferes with classroom instruction or discussion will be asked to leave the class and will not receive credit for attendance.

Be prepared. It is very important that you bring your books and supplies to class each time we

meet. If you do not have your materials, you cannot participate fully in class; therefore, you will not receive class credit any time you fail to bring the necessary supplies.

Cell phones! Cell phones are to be silenced in the classroom. All phone conversations should occur outside the classroom. **PLEASE, DO NOT** read or send text messages. Students should give their full attention to learning for the time we are in the classroom. Using a cell phone for any reason during class is disrespectful to me and your classmates.

Put away all personal electronic devices. Do not wear earbuds or headphones during class unless you ask permission. When we are working in independent assignments, I may allow you to listen to your music, but you must use your earbuds/headphones, and the volume must be low enough that no one else can hear your music. If you use your devices without permission, you will be asked to leave the room and will be counted absent.

Grading Feedback

You will receive grades based on a very clear numeric breakdown. I find that most students are primarily concerned with points/grades, so I stopped giving lengthy written feedback a long time ago. I have set aside our conference times during the semester for you to ask any questions you may have about your essays. Come to conferences with your questions prepared and with a copy of your essay in hand—it is impossible to remember every student's essay two to three weeks after I have read them.

All or Nothing Grades

Almost all grades in this course are “all or nothing” meaning that you will receive a grade based on whether or not you met the requirements for that assignment. For example, if your assignment has a minimum page count but you turn in less than the page count required, you will receive a zero. In the “real world” you would not get away with *almost* paying your rent or *almost* taking your kids to school or *almost* making a sale. You either do it or you don't – same in this class. For this reason, major grades (such as Essays) are broken down into several pieces so that if you get a zero in one area you can pick up some points in another.

A Note for Dual Credit Parents

Dear Parent –

You and your student have chosen to enroll her/him into a college-level course designed for adult learners. As such, I will treat your student as I treat all of my students which is to say I will treat your student as *an independent adult learner*. I believe this is exactly why you and the student have chosen a dual credit course – in order to be exposed to the adult learner experience in a college classroom.

I want to make a couple of things very clear from the outset of the semester—much of this was covered by the high school when you signed up for dual credit, but it bears repeating:

1. Your student is the only person I will make contact with about grades, assignments, attendance, etc. This is not only my choice as the instructor, but it is in line with Federal Law 99-380 (Family Educational Rights and Privacy Act or FERPA). All correspondence about the course should come from the student; I want to make it very clear that my obligation is to communicate with the student.
2. Your student will likely be exposed to content meant for adult learners. Many times this content is chosen specifically for its controversial nature—meant to elicit strong feelings and arguments from the student. In other words, I believe that students write about what they care about and often what we all care about are things we have very strong feelings about whether that be in a political, religious, social, intellectual, or emotional context. I *welcome* discussions about appropriateness and, if need be, alternatives to texts chosen for the class. However, these discussions *must* come from the student. I want them to practice advocating for themselves. “My mom/dad *told me* I couldn’t read/write this” is not an “adult” statement and, as a teacher of adults, I do not find it to be a reasonable argument.
3. I am well aware of the extracurricular lives of high school students and I try to be as accommodating as possible. As with any of my students, however, I expect students to meet the requirements of the course which means meeting the attendance requirements. A “note from a parent” is not something we collect for college courses. That being said, the student should come and discuss with me *early in the semester* any travel associated with team sports or club events. Again, *the student* must discuss this with me prior to the absence(s).

I am so glad you and your student have chosen to enroll her/him into a Collin College course. It is my goal, to the best of my ability, to provide a genuine college experience for your student. I appreciate your assistance in allowing her/him to be treated as an adult learner.

Method of Evaluation:

To pass this course, students must meet ALL course requirements.

Your final semester grade will be determined by the following grading system:

A	100% - 90%
B	89% - 80%
C	79% - 70%
D	69% - 60%
F	59% and lower

Assignments and projects are weighted as follows:

Reading Quizzes 10%
Participation 20%
Response papers 10%
Midterm Video (group) 20%
Essay over Author 20%

Author Presentation (final) 20%

Essay final drafts are scored holistically; the rubric will always include the following elements:

- Content (clear, interesting thesis, well-supported discussion, meaningful/insightful connections)
- Organization (clear introduction, orderly development, smooth transitions, thematic conclusion)
- Style (correct and varied sentence structure, exact and appropriate words)
- Mechanics (usage, punctuation, spelling)
- Format (based on MLA style guide)

All assigned essays in this class must follow MLA 8 formatting guidelines. Please use a reliable citation generator for source citations OR consult the MLA Handbook. Ignorance of MLA is not an excuse for incorrect formatting and citations. The internet provides MLA formatting information on multiple sites. **Please note that in this class Times New Roman is the only acceptable font.**

All response paper and essay assignments prompts will be available on Canvas and must be submitted through Canvas before class begins on the due date. You must also provide a printed copy of essays at the beginning of class on the due date. An absence on the due date does not absolve you of responsibility for your work. It must be submitted **online ON TIME** and handed to me when you next come to class. The online-submitted and printed copies of your work should be identical.

Plagiarism Policy:

My plagiarism policy is in sync with the policy laid out in the *Collin Student Handbook* (<https://www.collin.edu/studentresources/personal/studenthandbook.aspx>). The last line of the policy states that “The faculty member will determine the appropriate academic penalty” for cases of scholastic dishonesty including plagiarism and cheating. To this end, all major papers in this course must be turned in through Canvas which is linked to Turnitin. If your paper comes up with an originality score over 15%, you can expect me to carefully review the paper and determine what has been plagiarized (if anything). If you turn in work that I suspect reflects academic dishonesty such as cheating or collusion, or plagiarism, your work will receive a zero without the opportunity to resubmit or makeup. Of course, you are always welcome to contest our findings with the Dean of Students (<https://www.collin.edu/studentresources/deanofstudents/>). The burden is on you to avoid plagiarized content. Ignorance is not an excuse. **If you have a question about citation or you just want to make sure you are on the right track, please discuss your concerns with me BEFORE the paper is due.**

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Late Work Policy:

I do not accept late work. If you must miss class on the due date, your work is still due; please submit it through Canvas. If a hard copy is required, you may either send it with a friend or bring it yourself later ONLY IF YOU HAVE SUBMITTED IT THROUGH CANVAS NO LATER THAN THE START OF CLASS ON THE DUE DATE. Otherwise, it will be viewed as late work and not accepted. Please understand that missing class does not entitle you to extra time to turn in work. This is not a high school course, and your high school makeup work policy does not apply. **In the event of bad weather and/or school closings, refer to Canvas for assignments and announcements.**

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This plan is subject to change. Any changes will always be in an effort to better serve students. To this end, changes will only include moving or eliminating readings/assignments as necessary. Rest assured, I will not add more for you to do—there is plenty here.

I cannot emphasize strongly enough the importance of reading the assigned material. It is impossible to student and appreciate literature with which you are unfamiliar. Expect periodic reading quizzes over the material in addition to scheduled response papers. **Please bring the appropriate volume of your text each time we meet.**

As a college course, you are required to have three hours of instruction per week. Since our classes at WEHS are not a full hour, please expect to participate in activities every day of the week. I will respect your time, and I expect you to respect the requirements of the course.

Class discussion makes up a large part of the course; all students are expected to come to class prepared to discuss the assigned texts. All readings, response papers, and essays are **due on the day listed**. Each assigned reading section includes a brief introduction of 1-2 pages in the textbook. You are expected to read the introductions before you begin the assigned readings.

<p>Week 1 8/27 – 8/31 Colliding Worlds Green Text</p>	<p>Course Introduction</p> <ul style="list-style-type: none"> • Discuss Syllabus, Close Reading, Literary Studies • Introduction to text: 3-30 <ul style="list-style-type: none"> ▪ This is important information to understanding how American Literature developed and its close alignment with history. • “The Iroquois Creation Story”: pp. 31-35 • “The Navajo Creation Story”: pp. 35-43 <p>Response Paper 1</p> <ul style="list-style-type: none"> • Explain society’s need to adhere to or proclaim a “beginning” (a creation).
<p>Week 2 9/3 –7</p>	<p>Labor Day (No Class Meeting Monday 9/3)</p> <ul style="list-style-type: none"> • From the Winnebago Trickster Cycle: 43-46

Colliding Worlds Green Text	Response Paper 2 Group Project
Week 3 9/10 –14 Colliding Worlds Green Text	<ul style="list-style-type: none"> • “Powhatan’s Discourse of Peace and War”: pp. 52-53 • Columbus, Letters: 59-66 • Harriot, “A Brief and True Report”: 88-93 • Smith: 110-111 <ul style="list-style-type: none"> ○ Summer Isles,” and “A Description of New England”: 113-128
Week 4 9/17 –21 Colliding Worlds Green Text	<ul style="list-style-type: none"> • <i>The Bay Psalm Book</i>: pp. 199-202 • Williams: pp. 203-204 <ul style="list-style-type: none"> ○ From “A Key into the Language of America”: pp. 205-217 • Bradstreet: pp.217-219 <ul style="list-style-type: none"> ○ selected poems: pp. 219-249 Response Paper 3
Week 5 9/24 –28 Enlightenment Ideals Green Text	<ul style="list-style-type: none"> • Mather: pp. 321-322 <ul style="list-style-type: none"> ○ “From the Wonders of the Invisible World”: pp. 322-325 ○ “The Trial of Martha Carrier”: pp. 325-327 ○ “Bonifacius”: pp. 351-355 • Edwards: pp.356-357 <ul style="list-style-type: none"> ○ “Personal Narrative”: pp. 368-369 ○ “Sinners in the Hands of an Angry God”: pp. 390-402 • Sagoyewatha: pp. 436-437 <ul style="list-style-type: none"> ○ “Reply to Missionary”: pp. 437-439 Response Paper 4
Week 6 10/1–5 Enlightenment Ideals Green Text	<ul style="list-style-type: none"> • Franklin: pp. 439-442 <ul style="list-style-type: none"> ○ “The Way to Wealth”: 442-448 ○ “Rules by Which a Great Empire...”: pp. 451-456 ○ “Concerning the Savages”: pp. 462-467 • Paine: pp. 681-682 <ul style="list-style-type: none"> ○ from “Common Sense”: pp. 682-689 Response Paper 5 <ul style="list-style-type: none"> • Jefferson: pp. 702-704 <ul style="list-style-type: none"> ○ from <i>The Declaration of Independence</i>: pp. 704-710
Week 7 10/8–12 Early Fiction Green Text	Columbus Day (No Class Meeting Monday 10/8) <ul style="list-style-type: none"> • Murray: pp. 770-771 <ul style="list-style-type: none"> ○ “On the Equality of the Sexes”: 772-779 • Irving: pp. 996-998 <ul style="list-style-type: none"> ○ “Rip Van Winkle”: pp. 1003-1015 Response Paper 6
Week 8 10/15 – 19 Transcendentalism Blue Text	Note: 10/19 Last day to withdraw Read: Blue Text: (Note, use the blue text for the remainder of the semester) <ul style="list-style-type: none"> • Cooper: pp. 62-64 <ul style="list-style-type: none"> ○ From <i>The Last of the Mohicans</i>: pp. 79-86 • Emerson: pp. 178-181

	<ul style="list-style-type: none"> ○ “Nature”: pp. 181-210 Response Paper 7
Week 9 10/22 –26 Transcendentalism Blue Text	<ul style="list-style-type: none"> • Hawthorne: 328-332 <ul style="list-style-type: none"> ○ “Young Goodman Brown”: 345-354 ○ Choose either “The Minister’s Black Veil”: 368-377 or “My Kinsman, Major Molineaux”: 332-345 Response Paper 8
Week 10 10/29–11/2 Romanticism	<ul style="list-style-type: none"> • Poe: 604-608 <ul style="list-style-type: none"> ○ “Sonnet—To Science”: p. 608 ○ “To Helen”: pp. 608-609 ○ “Israfel”: pp. 609-610 ○ “The City in the Sea”: pp. 610-611 ○ “Annabel Lee”: pp. 618-619 ○ Group Project – select from one of Poe’s short stories in the text Write Response Paper 10 Group Video Project
Week 11 11/5 – 9 Romanticism	<ul style="list-style-type: none"> • Jacobs: pp. 909-910 <ul style="list-style-type: none"> ○ from <i>Incidents in the Life of a Slave Girl</i>: 910-931 • Thoreau: pp. 950-952 <ul style="list-style-type: none"> ○ Walden, Ch. 2, Where I lived, and What I lived For: pp. 1012-1022 Write Response Paper 11
Week 12 11/12–16 Romanticism	<ul style="list-style-type: none"> • Douglas: pp. 1159-1163 <ul style="list-style-type: none"> ○ “Narrative of the Life of Frederick Douglass, an American Slave...”: pp. 1163-1174 ○ From “My Bondage and My Freedom”: pp. 1229-1236 ○ “What to the Slave is the Fourth of July”: pp. 1236-1239 Response Paper 12
Week 13 11/19 –23	No class meeting - Thanksgiving Holiday <ul style="list-style-type: none"> • Whitman: pp. 1294-1297 <ul style="list-style-type: none"> ○ Preface to <i>Leaves of Grass</i>: pp. 1297-1311 ○ “Song of Myself”: 1312-1356 ○ From “Children of Adam/from Pent-up Aching Rivers: pp. 1357-1358 ○ “A Woman Waits for Me”: pp. 1358-1360 ○ “Spontaneous Me”: pp. 1360-1361 ○ From “Drum-Taps”: p. 1376 <ul style="list-style-type: none"> ▪ Beat! Beat! Drums!: pp. 1376-1377 ▪ “Vigil Strange I kept on the Field One Night”: pp. 1377-1378 ▪ “The Wound Dresser”: pp. 1379-1381 Please work on group project

Week 14 11/26–11/30 Romanticism	<ul style="list-style-type: none">• Melville: pp. 1410-1413<ul style="list-style-type: none">○ “Bartleby, the Scrivener”: 1469-1495 Response Paper 13
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<p>Week 15 12/3–7</p>	<ul style="list-style-type: none"> • Dickinson: pp. 1654-1658 <ul style="list-style-type: none"> ○ Poems: 112, 202, 225,236,260, 269, 320, 340, 347, 348, 355, 359, 372, 407, 409: pp. 1658-1673 ○ Poems: 479, 519, 576, 591, 598, 620, 764, 1096, 1263, 1773: pp. 1676-1692
<p>Week 16 Finals Week 12/10 –14</p>	<p>Final Presentations 12/14 Last class meeting</p>